

U.S. Camera

The
Hamiltonian
1935





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Valedictory

A GRADUATE LOOKS AT LIFE

IT has been said, "Time is Money." While this is true, time is more than money; it is the raw material from which our lives are carved.

Our days are divided into three parts—work—leisure—sleep. Leisure is the most important. This is our own time, and we should make the best possible use of it. If we do not care for the type of work in which we are now engaged, our leisure offers us the opportunity to prepare ourselves for some line that is of interest to us.

The majority of people do not use time with a purpose. Instead of making life, they permit it to happen. Live today and use your time now. Yesterday is a dream and has gone forever, tomorrow is only a vision and may never come; but today well-lived makes every yesterday a dream of happiness and every tomorrow a vision of hope.

We are like sculptors. Day by day we are carving the statue of our lives. Daily we hammer at the marble which is time. When our life is done, the statue is a likeness of our life. If we have lived beautifully, it is beautiful. If we have tried and lived usefully, the figure has a semblance of character and solid achievement. If we have lived badly, aimlessly, carelessly, our handiwork reflects the misuse of our most important material—Time.

There is a very important distinction between education and learning. A man is educated who is trained in all his faculties and powers to do his best. While learning furnishes us the tools, experience is the final teacher. During our school years, our teachers strive to teach, help, and guide us to the best of their ability so that when we have been graduated we shall have some idea of how to face problems and situations that will arise.

Life is a continuous process of solving problems, and faith that every problem can be solved is an essential factor in success. Recall a situation after it has passed and think of different ways you might have handled it so that you will be better able to handle others when they arrive. We

must, however, avoid playing a lone hand because there are others who know more than we do, from whose experience we may profit, if we will but listen to them.

In our homes we receive our first teachings where our parents strive to show us the difference between right and wrong. It is the home environment, to a large extent, that determines the actions of children while in school. Therefore, parents should influence their children to study and make the best of their schooling. Encouragement to think for themselves must begin with the home. Because school has a more definite and lasting influence over a person's life, its purpose should be to give us a foundation on which to build each new experience. A foundation so substantial that it will prepare us to meet any eventuality which we may be called upon to encounter.

We must also take into consideration the newer idea education has for the individual. Formerly, a high school training was thought to be a preparation solely for higher education. Today a high school education aims to prepare individuals to meet as many new experiences as possible, of the type and nature which they will be getting when they leave school. It gives them the ability to solve problems as they present themselves, to think through to conclusions, to weigh results and to make up their own minds as to what is the logical solution to a problem. When the students do leave the school building and the guidance of school teachings, they will have been trained to think problems through as they arise and get the answers better than though definite problems with definite answers had been taught in the class room.

Think independently, come to your own conclusions, and, once convinced, act on them even though it compels you to disregard advice honestly given by others. The past few years have vividly shown us how unknown the future is, and ready made answers no longer meet present day conditions.

First we should plan something definite

that we would like to do. However, common sense tells us that today it may be necessary to accept a position that is not in accord with our personal preference. Present day conditions have forced many to go into lines of work for which they had little taste or interest. This should not be a cause for discouragement. It is not the conditions of life that surround us, but our ability to mold these conditions to our use that will finally determine success or failure in our lives. Edison, doing the drudgery of a common telegrapher, little realized the influence that this earlier training would have on his later life and accomplishments. His rule of life was the most important factor in his success. It was—"I never allow myself to become discouraged under any circumstances. . . . The three great essentials to achieve anything worth while are, first, hard work; second,

stick-to-itiveness, third, common sense."

Our teachers are most influential in our lives because of our daily association with them. They teach us the subjects in the line of work we take up. However, we have to thank for our education and training, not only our teachers, principal, superintendent, and school board, but the taxpayers whose sacrifice makes possible the high standard of teaching, school facilities, and equipment in our modern schools today.

My hope for the class then is to reverence justice and abhor dishonor, thus giving us a shield against every unworthy ambition and misuse of our talents. If we have trained ourselves to the highest things, if we have made the most of ourselves, and if we are ready to give what we have gained to help mankind—then we have found true education with which to face life.

—MARGARET SARGEANT, '35.

Salutatory

THE BOSTON PUBLIC LATIN SCHOOL

IN behalf of the class of 1935, I welcome your attendance at these graduation exercises, which are, to us, the grand climax of our high school careers. We hope that you will derive pleasure and benefit from this program to such a degree as to make it as pleasant a memory to you as it will certainly be to those who participate in it.

Today the elementary and higher schools of our state do much for their graduates toward preparing them to find happiness and success in later life, but there was once a time when children in this state received no more education than they could gather from their own parents or from attendance at what were known as "dame schools"—inefficient elementary schools taught by women for small children. It was not long, however, before our forefathers realized the need of more efficient educational facilities, and they immediately took steps to obtain them. At that time, education of the younger generation was looked upon as the business of the church or of the individual and not as the responsibility of the state. About the year 1635, public schools began to be established in the Massachusetts

Bay Colony, and in April of that year the Boston Public Latin School was founded, the first public high school on the American continent.

Perhaps a description of that school would not be out of place here since this year is the 300th anniversary of its founding. It was established for the purpose of sufficiently versing students in Latin and Greek to enable them to enter college, especially Harvard College which was established somewhat more than a year after the Latin School. In this aim it has been successful, since it yearly gives Harvard University more students than any other preparatory school, public or private.

Credit for the establishment of the school is generally given to the Reverend John Cotton who came to the Massachusetts Bay Colony in 1633 from Boston in Lincolnshire, England. He seems to have received the inspiration for this idea from the Free Grammar School of Boston in old England.

In determining the date of founding, historians rely upon the "Records of the Town of Boston 1634 to 1660," which are now preserved at the City Hall, Boston.

According to these records, a general meeting was held on "the thirteenth of ye second month 1635," which is April 23 according to the modern calendar, and the following decision was reached: "Likewise it is generally agreed upon that brother Philemon Pormort shall be intreated to become schulemaster for the teaching and nurturing of children with us."

He was to be supported by the income from a thirty acre tract of land at a certain Muddy River which is now supposed to have been a part of Brookline. It seems that Mr. Pormort wanted a salary in addition to his living expenses; and the records indicate that at a general meeting of the more wealthy residents of Boston, a sufficient amount of money was pledged to guarantee the schoolmaster his first year's salary.

The records also show that some time later the rents from Deer Island and Spectacle Island were allotted to the support of the school. At the town meeting of August 1645, it was voted to allow the master a salary of perhaps \$250, and \$150 to the usher, or assistant teacher, and to furnish the master with a house.

Pormort, however, was unable to enjoy these benefits, as he was forced in 1638 to leave Boston in consequence of his favor of the Liberal Doctrines of Anne Hutchinson. He was succeeded as schoolmaster by a Daniel Maude.

It would seem that the school until 1645 had been taught in the homes of the masters, for the records indicate that no provision was made by the town for a public school-building until that date. At that time, a building was erected, probably on the land now occupied by the chancel or eastern part of King's Chapel, and the street on which it fronted became School House Lane, and still later School Street by which name it is now known.

Some twenty years later, in 1665, the old school was rebuilt and made larger to accommodate the rapidly increasing number of students. The building was used in its rebuilt form until 1704 when it was razed and a new building was erected on the same site, the plans and specifications of which are on file now in the City Hall at Boston. A comparison between that building and the modern schoolhouse will

show conclusively the great strides of progress which have been taken in the construction of public school buildings.

The Boston Latin School building of 1704 was about forty feet long, by about twenty-five feet wide, with walls eleven feet high, and a gabled roof. The interior was very roughly planked with odd widths and lengths of knotty wood. There was no attempt at plastering or finishing the walls or ceiling in any way; they were plainly boarded with coarse, ill-matched, lumber. There were two stories each consisting of one room. The master of the school taught in the lower room. There were eight windows in that room ranged about the walls at odd intervals; heat was provided in winter by a huge brick fireplace, kept supplied with fuel by the students. The furniture consisted of six long benches fashioned by splitting large logs into halves, placing them with the flat side up and preventing them from rolling by strong braces.

There was also a rough table for the master's books and the Bible. Incidentally, the Bible was read at the opening of classes when the school first opened, a custom which has been continued to the present date. There was a rough desk for the master, and a smaller one for the usher; this completed the furnishings of the large classroom. The other and smaller classroom upstairs was used by the usher and here recitations were heard.

In 1748 the land upon which this building was situated was granted to King's Chapel in order that the church might be enlarged. This necessitated building a new edifice to house the school, and consequently a brick building was erected on the other side of School Street where the Parker House now stands.

The constantly increasing number of students soon made another school, a larger one, seem advisable. In 1812, therefore, the old building was razed and an edifice of much greater capacity was built, but even this did not hold the influx of students, and two years later the school was moved to a larger building on Bedford Street.

Of all the early head-masters of the Latin School, one Ezekial Cheever was the best known, most celebrated, and most

often remembered. Born in London in 1614 or 1615, Cheever was educated at Emmanuel College where he received a classical education that fitted him for his life work of teaching. In 1637 he came to America where he began his teaching career, teaching at New Haven, Ipswich, and Charlestown, thus making a considerable reputation before becoming master of the Boston Latin School in 1670. He taught for thirty-eight years, receiving as compensation the use and possession of the school house and sixty pounds or \$300 per year. He required very strict discipline in his classes, and his pupils learned to tell when his temper was about to escape him by his habit of stroking his long beard as the danger point drew near.

In 1708, after seventy years of teaching experience, thirty-eight of which were spent at the Boston Latin School, Cheever

died and was universally mourned by all who knew him. He was buried from the schoolhouse, honored by the presence of the governor, justices, councillors, ministers and others whom, with their fathers and grandfathers, he had taught with vigorous use of the rod and rule.

And now, considering the circumstances and data which I have given you, compare the early American school, of which the Boston Latin was an example, with the modern American school. Compare the early American school teacher, Ezekial Cheever, for example, with the modern school teacher, and you will better understand the progress which cities and towns of the United States have made in the great work of educating their children to enable them to govern and care for themselves in the future.

—JOHN PEABODY, '35.

SUCCESS: WHAT IS IT?

SUCCESS is that elusive element for which each one of us is striving. It is the objective of every student and the aim of everyone in life. The question, "Success: What is it?" brings as many answers as there are minds to hear it. Upon the answer depends the trend of one's life work. Success is nothing tangible. It cannot be sold or inherited; and, to the most of us, it is as evasive as the pot of gold at the end of the rainbow.

To your next door neighbor, success perhaps means fame. He considers himself successful if he heads some large organization. If he occupied a position of less importance, he would think of himself as a failure. In reality, his broader views, wider sympathies, and deeper insights, make him a great success. Working for fame alone does not bring true success. Young people of today may think they know where the road to success lies, but when they start out in their quest of it, they realize the error they have made before they complete the first mile.

Book-learning brings to us the wisdom and experience of others, but it is only a means to success. People may be most deeply learned and yet be very unsuccess-

ful in every day living because of an inability to apply their knowledge.

By his own efforts, Abraham Lincoln rose to the highest position his country had to offer. He knew no language but his own. He had a very slight acquaintance with the world's literature, only a general outline knowledge of the world's history; he never studied music. Art and other numerous advantages were practically closed to him. Yet in spite of all this he was successful. Why? Because Lincoln's perseverance was of a striking quality. He kept at every enterprise he started until he had reached his goal. He never worked for the money reward, or for the honor he might achieve, but because he desired to accomplish what he considered best for humanity.

Good health is the foundation of all possible success in life. Affect one and you affect the other. The successful life calls for sacrifice, self-control, moderation, and poise. At all times it is necessary to have the unhampered use of all of one's powers and one's intellect. Material success should not be our only goal.

There is the story of the man who died and went to heaven. Saint Peter was

showing him through his realm. They came to a magnificent house, with beautiful gardens and lawns and an abundance of flowers. In fact, everything about the place spelled happiness and contentment.

"Who lives here, Saint Peter?" asked the visitor, and was surprised to hear the name of a woman who had done menial work in the man's house down on earth.

At the far end of the street, off by itself, stood a shabby, dilapidated, ill-kept house—hardly more than a hut—in striking contrast to the lovely place they had just visited.

"And who lives here?" was the next question.

"You will live here," said Saint Peter.

"Me! Why should my servant have such an elaborate house while I live in this undesirable place?"

"Well," answered the good Saint, "We did our best with the material sent ahead."

Which one do you think had attained success?

To me, that man is truly a success who puts service above self, serving others with no thought of material gain for himself, and being tolerant with those not in accord with his ideas and practices. May I illustrate this with a portion of a poem by Sam Walter Foss?

Let me live in the house by the side of the road

Where the race of men go by,
The men who are good, the men who are bad,
As good and as bad as I;
I would not sit in the scorner's seat,
Nor hurl the cynics ban,

Let me live in the house by the side of the road

And be a friend to man.

George Arliss, famous star of the stage and screen, remarked, "A desire to work hard for the sake of doing a good job leads to happiness. An ambition for power and money leads to discontent." People who have the use of large amounts of money often consider themselves successful. But are they? Does money bring happiness? Not always. For instance, take Scrooge in Dickens' "Christmas Carol." He had a sufficient amount of hoarded money but was he happy? No, because he had a guilty conscience and only after he was shown the way to true happiness did he realize that it was secured through the spending of his money for the benefit of others.

Happiness in your life work is synonymous with success. To reach the top of the ladder means hard work and it may take years to accomplish, but once you are there you possess something which no man can ever take away from you—success. As the old saying goes—"Pluck, Perseverance, and Honesty spell Success."

Our constantly changing conditions in life demand that he who would win must meet each change with all his powers alert; with a push he opens the door of opportunity and every new condition is a challenge which arouses all of his energies.

Success, then, engages all of one's efforts and should give to one true contentment, happiness, health, as well as a fair share of wealth.

Class History

IN September, 1931, a group of awkward, unsophisticated freshmen climbed, with faltering steps, the stairs of Hamilton High School to the ninth grade. We looked ahead with pleasant anticipation of the good times we were to have and, although our four years of education did include good times, it also included much hard work.

We entered the ninth grade in what was then called the South School with Mrs. Ramer as our home room teacher and Mr. Spalding as our principal. One of our first activities was to hold a class election.

The officers elected were: President, Robert Smith; Vice-President, Richard Peale; Secretary, Margaret Sargeant; Treasurer, Alice Stone. The Student Council System was inaugurated into our school and three members were chosen to represent our class. On October ninth, the seniors held a party for the freshmen—and what a party it was! Blindfolded, we were led through the earthly Hades and received sufficient humiliation to make us realize that we were not quite so important as we had thought we were. But, know-

ing it was an initiation party, we were sports and took all that was handed to us though not without a murmur.

In March the entire high school was transferred to the new high school building, and in the new school Miss Hagglund became our home room teacher. Only one thing disappointed us, the fact that we could not give vent to our revenge on the freshmen class below as the initiation was not considered wise in our new school building. Later in the year, we presented a class play entitled "Burglars," which was one of the numbers of a play contest conducted by Mr. Spalding. We held our first social in the Town Hall with Miss Hagglund and Mr. Malone as chaperons. At the end of the year, we were proud to be the first Junior High students to be graduated from the new high school.

In our sophomore year we entered Mrs. Boyd's home room, with fear in our hearts because of the rumors of her strict discipline and lengthy English assignments. At our first class meeting, we chose the following officers: President, Robert Smith; Vice-President, Gordon McCullock; Secretary, Katherine Cracknell; Treasurer, Alice Stone. This year our class was somewhat thinned out but we had two newcomers, Grace Powers, who came from Wenham, and Esther Koll, from Winchester. Two of our sophomores, Grace Powers and Helen McCarthy had the distinction of being chosen for the Senior Play. We also welcomed into the faculty Mr. Progin as the manual training teacher and athletic coach and Miss Barker as the domestic science teacher and girls' athletic coach. Both the girls' and boys' athletic teams were more successful this year so, as a grand finale, we had a social in the Auditorium with the athletic coaches as chaperons.

This year the college and commercial divisions were separated in their English classes. This was a great advantage to both divisions as each could now advance more rapidly without hindering the other.

After much discussion, we finally chose our class rings which were made of yellow gold with the head of Hamilton riveted upon a green agate background. Thus, we came to the end of the sophomore year, looking happily ahead to the activities of the junior year.

September found the class of 1935 in the junior year under the supervision of Mr. Malone, our jovial French and Latin teacher. We were sorry to have Mr. Spalding leave but his place was ably filled by Mr. Payne. Mr. Branch was also added to our faculty this year. At our first class meeting, we selected for officers: President, Robert Smith; Vice-President, George Dunn; Secretary, Katherine Cracknell; Treasurer, Thelma Mann. Members of the class were also selected to represent us in the Student Council and Robert Smith was elected the Vice-President of the Council.

Now came the big event in every junior's life,—the Junior Promenade! It was held on May eighteenth, and proved to be one of the most beautiful "Proms" ever presented by any class in Hamilton High School. Our matrons were Mrs. Armstrong, Mrs. Mann, Mrs. Dunn, and Mrs. McRae. At the latter part of the year, Mr. Payne called the mothers of the juniors together for a meeting to decide whether or not we would take the Washington trip when we were seniors. The result of this meeting was that all those who wanted to go could earn their own money individually. At the close of the year we had another social for the boys' and girls' athletic teams with Miss Barker and Mr. Branch as chaperons. After decorating the Auditorium for the senior class graduation and reception, our activities closed for the year.

In September, 1934, we entered the senior room with Miss MacRae as our class advisor. There were many changes in the faculty this year. Miss Barker had resigned and Miss Featherstone took her place. Mr. Progin's position had been filled by Mr. Bowdoin. In Mr. Branch's position we found our present coach Mr. Walton and later Miss Hagglund joined the matrimonial ranks and her place was taken by Miss Ready.

We were sorry to miss among our classmates Robert Smith and Alice Stone, both of whom had held class offices. We sincerely hope they will return to Hamilton High and thus swell the ranks of next year's graduates.

When it came time for the election of our class officers, we elected the following: President, Alfred McRae; Vice-Presi-

dent, Dorothy Kirby; Secretary, Margaret Sargeant; Treasurer, Katherine Cracknell. A great deal of time was devoted to the Senior Play which was presented on January twenty-ninth and February first. The play was entitled "Topsy Turvy." All the actors played their parts especially well.

In March, the Junior and Senior college division English classes visited the House of the Seven Gables in Salem. We all enjoyed ourselves immensely, especially those members of the class having an extra amount of avoirdupois who met with a little difficulty in climbing the very narrow

staircase that winds around the chimney!

On April nineteenth, we set off for Washington with Mr. Walton and Mrs. Sargeant as chaperons and we certainly had a wonderful time. The trip proved to be all and more than we expected.

We have come to the end of our High School career and are enriched by these four years of study, and in gaining our knowledge we are brought to the realization that there is still much more to learn. Although we have had many trials, we have weathered the gale and the prize we sought is won.

—GRACE CULLITY, '35.

Prophecy

ONE afternoon, after I had finished my housework and was a little more tired than usual, I decided to lie down and rest. It being a hot, sultry day, I could not get to sleep and, as I lay awake, my mind seemed to wander back to the days gone by when I was a senior in Hamilton High and during this resumé, I dozed off into a restless slumber.

My mind being set on this recapitulation, I could not seem to sleep contentedly and a scene soon appeared before me. It was that of a large building with swanky cars and their chauffeurs lined up along the curbstone. Bright lights in a colorful arrangement displayed the words, "The Adams House." Inside this beautiful structure of modern architecture, I espied a fine-looking young man walking around and stopping at various tables, delivering his welcomes. What was it that seemed to be so familiar to me? Of course! How stupid of me, it was none other than my old classmate, John Adams. He had evidently risen high in the business world to possess such a thriving night club. As I watched the scene more attentively, I heard the orchestra as it commenced to play, saw the curtains rise, and out from behind them came Virginia Back and Violet Rice. I couldn't imagine just what their talent was until they started to sing in harmonious melody. I then remembered that they had always sung on their way home at noontimes, back in high school days, and now they were starring

together! As their number ended, there appeared a flashing blonde dressed as an adagio dancer. I immediately recognized the familiar countenance of Esther Koll and remembered how she had appeared at all the dances held in Hamilton. Keeping her feet going to the time of music had been her one ambition and she had achieved it with the greatest of success.

But a few steps from here, in a building in the center of Hamilton, I heard a group of women talking. I heard the rap of a gavel on the desk and a stately woman, evidently the president of the club, rose to speak. Bless my soul, if it wasn't Thelma Mann, but how changed! Now she was tall and slender but her hair was still pure golden.

Still farther down the road, I caught sight of Alfred McRae. Although he had not reached his ambition in height, he evidently had fulfilled another ambition, for walking by his side, and hanging on to his arm was a slip of a girl, who had lived on Walnut Road and been the cause of many a visit from "Pattie."

My mind traveled to a large laboratory where a short young fellow was bending over a liquid that I tried to discern. It was a good thing for me that I saw the trade mark and name on the containers for I certainly never would have recognized the person. The label read, "Professor Ralph Tuck's Eyelash Curler." I knew that it would be a sensation of the time. He walked over to the window and, beck-

oning to me, I followed. There I saw Grace Cullity getting out of a new "V8" and entering the beauty shop just across the street. I remembered, how, back in those dear high school days, Grace had had a great liking for "V8's", and all understood why!

During the next few minutes, I saw the dim surroundings of Idlewood Lake. Down the pine-scented pathway came my dear friend, Carmela DeLuca, walking beside a young man whom I recognized as the one that used to call at Carmela's house after dark. Farther down the pathway, came another young couple, the girl being no other than Catherine Cracknell. These last two jumped into a green Plymouth and drove off. I followed them to the nearby town of Rowley where they stopped outside a small bungalow and ran into the house hand in hand.

The next scene showed a bicycle race in Topsfield. The race was between a group of girls and it was half over. Soon the finish line came in view; there was a cheering from the crowd as one broke the tape. Why, who should it be but Grace Powers. I never thought, when I saw her learning to ride that day so long ago, that she would become world-famous in that line in the future!

Not far from here, I was attracted by a gruff voice calling, "Ten cents to see the strong man. Just think folks, only ten cents. Now is the time to see him!" Having never seen a strong man, I was fortunate enough to have a dime to spare and I willingly paid my last bit of change to see this wonderful man. Imagine my surprise when I entered to see Arthur Moore, the strong man, breaking a heavy chain with his bare hands! It all came back to me now, that Archie had always claimed himself to be very strong. He certainly was showing his skill now.

Eileen Armstrong was in the audience and I soon learned that Eileen's latest boy friend was a graduate of Princeton University. She also told me that Helena Tuck was in the hairdressing profession and was conducting a rushing business.

The next scene showed me the interior of a well-known concern of Boston. Pounding away at typewriters, were those inseparable companions Cornelia MacGregor

and Margaret Sargeant; and walking around, delivering orders, was Robert Hiller, now a valuable employee to this concern as manager of the Secretarial Department. Bob was now living in Haverhill with a young lady with raven locks.

Walking along Beacon Street was Harriet Cushman in a white uniform, pushing a baby carriage. I recalled the experience she had had while she was my classmate, when she was forever being excused from afternoon sessions in order to wheel baby carriages on time. She was walking toward the Common where the annual parade was going on. At the head of the infantry, marched stately James Gildart, now a colonel in the army. How well I remembered Jimmy walking down the street in his uniform going to drill!

Richard Greeley and Lura Bailey had both been successful on the screen and were starring in one of the latest sensations. What a fine beginning they had had with Mrs. Boyd's incessant drilling in our Senior Class Play!

Bradley Dolliver had become the owner of a large dumping concern in Hamilton. He had received his training when he failed to show up for school every other Monday!

On a small side street in Wenham, I noticed a beautiful green and white house. I wondered just why my mind seemed to wander to this place until I saw the front door open and out stepped Dorothy Kirby calling, "Junior, come to dinner!" Dot had joined the matrimonial ranks and the lucky fellow was that one seen so often walking along Main Street from Wenham to Dot's house.

John Dunn and George Dunn jointly owned a large chain store business. George filled the position of President, and John was head of the Board of Directors. The latter had been fortunate enough to secure an easy-going position as he had wished for when he wrote in his classmates' "Commencement Memories Booklet."

Roger Barron had run for Mayor of a prospering city in the past election and had won. He had not yet achieved the Presidency as he had wished, but he was fast making plans toward campaigning for it.

Mary Bancroft had been graduated from a nearby hospital and was now in charge of a nation-wide drive to abolish

the spread of halitosis. I wondered if Mary had been able to rake up as many excuses while training in the hospital as she had when she needed them in school.

Walking in Salem, was that familiar personage, Nellie Emeney, with a shopping bag under her arm. I soon learned that she also had committed the crime of matrimony thus swelling the list of marriageable daughters of our class.

On a large estate in Hamilton, I found William Belisle smoking a cigarette, as per usual; but this time it was an imported one. Bill told me on the quiet that he would have been a very rich man by this time had he not spent so much of his hard-earned money on smokes.

John Peabody had become a great exca-

vator and was now on an expedition to find ruins of an old city in Rome. How plainly I visualized the search going on.

Suddenly, I heard a great noise as if a landslide had occurred; I awoke to find myself sitting on the floor in a dazed condition. The end of my spinal column was somewhat sore and reminded me definitely of the numb sensation I frequently felt when I sat with the rest of my classmates in the Maxwell Norman Memorial Auditorium during assemblies back in the good old days in Hamilton High.

All too soon did the joy of meeting my classmates abruptly end, but I hope a few years hence that I shall be able to see my classmates not in a dream but in reality.

—IRENE TREE, '35.

Class Will

HEAR ye, hear ye, in behalf of my client, the senior class graduating, in the year of our Lord, one thousand nine hundred and thirty five, from Hamilton High School, situated in the town of Hamilton, Essex County, in the Old Bay State, Massachusetts: I have called you together upon this solemn and stately occasion, to give your undivided attention to the last will and testament of the above mentioned class. They, collectively, and individually, think it best to distribute their virtues to those friends who they ascertain may need them most. Owing to the unusual disturbance of their grey matter, during the last few days of their high school career, they have possibly an inaccurate, inventory, but what they have, they hereby proclaim.

We, the class of 1935, being about to pass out of this sphere of our education, but still in full ownership of crammed minds and well trained memories, do hereby declare all former wills made by us null and void, and do create, publish and declare this to be our last will and testament.

We dispose of our estates as follows:

We give and bequeath to all the

members of the faculty the right to enjoy a few nights of undisturbed slumber; and knowing that they shall no longer have to be disappointed by us, or listen to our supplications,—rest shall be theirs—a long, well earned rest from arduous toil.

COLLECTIVELY

To Miss MacRae, our patient class advisor and home room teacher, we leave an automatic "shusher."

To Mrs. Boyd, we leave, although we did not become the great successors she had endeavored to make us, the assurance that we at least "Died Trying."

To Mr. Walton, we leave a new Derby . . . Size 12.

To Mr. Payne, our congenial Algebra teacher, we leave a new answer book whose answers are guaranteed to correspond with those of the instructor.

To Miss Featherstone, a larger room for detention hall on the nights when it is her duty to preside.

To Mr. Malone, our amiable French and Latin "prof," our gratitude and appreciation for his good nature and jovial countenance in the class room.

To Miss Ward, a heating apparatus for the typewriting room that really heats.

To all the faculty, an unlimited supply of "A's" to be distributed generously among the on-coming students.

To the auditorium, comfortable pillows to place on the assembly hall chairs, guaranteed to relieve the aching spots on the spinal column during magazine drives.

To the classrooms, we leave well upholstered seats, so that more comfortable naps may be taken in College History by Georgie Dunn.

To the Juniors, we bequeath all the scoldings and lectures we received for overdue book reports, misdeemanders at play rehearsals, and our negligence in the care of our lockers.

INDIVIDUALLY

John Peabody leaves his "excess of brains" to anyone who may need them. Also his ability to get to school on time, once a month, to Earl Cummings.

Dorothy Kirby wills her attraction for the opposite sex to Louise Moulton.

Harriet Cushman willingly bequeaths all the freckles on the bridge of her nose to the fair full face of Barbara Maxwell.

To any underweight juniors, Thelma Mann and Pat MacRae joyfully leave several pounds of surplus weight.

Jimmie Gildart, our stanch tackle, leaves his ruggedness shown in more ways than one, to Wallace Knowlton and Ernest Goulding.

Johnny Dunn wills his ability to skip periods and get away with it to Ruthie Coggeswell, thinking that she might appreciate a few leisure hours from her toils in her Senior year.

Esther Koll bequeaths her knack of having an open text book in history recitations to Dorothy Venard and trusts the latter will get away with it as successfully as Esther did.

The favorite old expression "still

waters run deep" applies to Nellie Emeny, and she leaves this characteristic to Marjorie Peters.

Bob Hiller leaves his afternoon sessions with Miss Featherstone to Bob Hamilton.

Grace Cullity leaves her love for the strong protecting sex, her vanity, and her associations with the front seat of a certain V-8 to any junior girl who seeks thrills of that type.

East Hamilton girls leave their ability to run the school to some South Hamilton-ites for a change.

Johnny Adams leaves his marvelous skill in portraying feminine roles to Howard Wetson and Arthur Hansbury.

Mary Bandcroft bequeaths that innocent look, used at the most opportune times, to Walter Fowler and Bill Moore.

Eileen Armstrong wills her unceasing chatter to quiet Ann Whittier, hoping it will provide her with more fluent conversation.

Bradley Dolliver bequeaths his sportsmanship and winning ways with the girls to Harry Wetson.

Violet Rice leaves her quiet ways and friendly manner to Lillian Emeny.

Lura Bailey bequeaths her boisterous attitude and slang expressions to Richard Peale.

Helena Tuck leaves her melting glances to Barbara Ham, (Barbara is doing quite nicely, but Helen is more experienced.)

Kitty Cracknell bequeaths her bewitching power of getting other girls' boy friends away from them to Jeanne Hipson.

Richard Greeley wills his blush to Johnnie Mullins who doesn't know how it feels to be bashful.

Arthur Moore leaves his ability to argue at any time to Dorothy Alexander.

Ralphie Tuck bequeaths his timid voice and dwarf-like stature to Droopy Beliveau.

Peggy Sargeant leaves her self confidence to Gertrude Sprague and Dorothy Fletcher.

Virginia Back leaves her passionate adoration for the grapevine dance to Milton Sanford, and hopes the latter will be as loyal an enthusiast as she has been of this serpentine step.

Irene Tree leaves her tact to get along with Miss Featherstone to Nell Donlon and Georgina Cracknell.

Carmela deLuca and Connie MacGregor, charming brunettes, will a booklet to Edwina Alexander on "How I Kept My Hair Curled."

Roger Barron who has the misfortune to leave girl friends stranded miles away from home when his gas line is broken and calls his mother saying, "Ma, what shall I do now?" leaves these abilities to any junior who is as unfortunate as he. Here's hoping he won't bother "Ma" any more.

Lastly, we do hereby constitute and appoint Rudolph Smerage executor of this our last will and testament, and we do hereby empower our said executor to sell and convert any kind

of property we may be possessed of at our departure, and to execute any conveyances of transfers necessary, and we will and direct that our said executor be not required to give any bond or security for the faithful discharge of said trust.

In witness whereof we have hereunto set our hand, but for undivulged reasons, not our fingerprints, on this twentieth day of June, one thousand nine hundred and thirty five.

Signed, sealed, published, and declared by Grace Powers for the Class of 1935, in the presence of us, who at her request, and in the presence of each other, hereunto subscribed our names as attesting witnesses to said instrument.

WITNESSES:

1. ICABOD CRANE, long, lanky school master of Tarrytown,
2. WAMBA, son of Witless, born thrall of Cedric the Saxon,
3. PUCK, mischievous, fairy imp of Billie Shakspere.

Graduation Exercises

OF THE

HAMILTON HIGH SCHOOL

JUNE 20, 1935

Maxwell Norman Memorial Auditorium

GRADUATION PROGRAM

Processional	
Invocation	Rev. W. F. A. Stride
Integer Vitae— <i>Flemming</i>	Double Quartet
The Boston Latin School	
	John A. Peabody, Salutatorian
Class History	Grace M. Cullity
Success: What is it?	Thelma Mann
Nightfall in Granada— <i>Bueno</i>	Chorus
Class Will	Grace E. Powers
Presentation of Class Gift	
	Alfred H. McRae, Class President
Class Prophecy	Irene L. Tree
A Graduate looks at Life	
	Margaret D. Sargeant, Valedictorian
Commencement Song— <i>Murray</i>	Violet Rice, Soloist—Chorus
The Jonathan Lamson School	Mr. George Smith
Presentation of Awards	
Presentation of Diplomas	Robert Robertson, Jr., Chairman School Committee
Benediction	Rev. W. F. A. Stride
Recessional	

CLASS OFFICERS

Alfred H. McRae, *President*

Dorothy L. Kirby, *Vice-president*

Margaret D. Sargeant, *Secretary*

Catherine T. Cracknell, *Treasurer*

CLASS MOTTO

Vincit qui laborat
(He conquers who labors)

CLASS COLORS

Green and Gold

CLASS FLOWER

Yellow Tea Rose

1935 CLASS GIFT

THE Class of 1935 is presenting to the Hamilton High School a fund to be used in the purchase of a movie projector. This will be a very acceptable gift as it can be used for class instruction as well as for entertainment.



STUDENT COUNCIL

Reading from left to right, *back row*: John Back, Gertrude Sprague, Richard Peale, Minnie Wetson, and Alfred McRae; *front row*: Walter Fowler, Roland Payne, Adviser, Dorothy Kirby, and Bradley Dolliver.

THE STUDENT COUNCIL

THE Student Council is made up of pupils from each of the three senior high school grades. The class president and two pupils are chosen to represent each class. Mr. Payne, our principal and advisor, is present at all meetings to talk over any questions or problems that may have come before him, and also to give us advice and suggestions for any matter which we may bring before the Council.

The Student Council members are chosen twice during our school year. For the first half of the year its members were as follows—Seniors: Alfred McRae, Dorothy Kirby, Bradley Dolliver; Juniors: Walter Fowler, Richard Peale, Gertrude Sprague; Sophomores: William Stone, Isabelle Dunn, Minnie Wetson. For the last half of the year the Seniors remained the same. The Juniors were Walter

Fowler, William Moore and Ruth Cogswell. The Sophomores were Dick Grant, Minnie Wetson and Isabelle Dunn.

The officers for the first half year were Bradley Dolliver, President; Walter Fowler, Vice-President; Dorothy Kirby, Secretary and Treasurer. The officers for the last half year were Walter Fowler, President; Bradley Dolliver, Vice-President; Dorothy Kirby, Secretary; and Minnie Wetson, Treasurer.

It is our duty, as representatives of the school, to put before the Student Council and Mr. Payne any difficulties that arise, any matters that may not be understood, class affairs, etc.

This organization has proved so valuable that we hope it will continue in years to come.

— DOROTHY KIRBY, '35



PLAY CAST

Reading from left to right, *back row*: Esther Koll, Richard Peale, Irene Tree, Walter Fowler, Margaret Sargeant, William Moore, Laura M. Boyd, coach, and Lura Bailey; *front row*: Richard Greeley, Grace Cullity, John Adams, Grace Powers, and Bradley Dolliver.

SENIOR PLAY

TOPSY TURVY," a fast moving comedy in three acts was presented by the Senior Class of 1935, on January 29, and February 1. On both nights the performances were enjoyed by a large and appreciative audience.

Those included in the cast were:

Susie Snubbins: Who knows more than one way to Abner's heart—played by Irene Tree.

Abner Whiffletree: The major domo of Maple Tree Inn—played by Walter Fowler.

Ruth Cummings: Pretty part owner of Maple Tree Inn—played by Grace Cullity.

Philip M. Turvy: The "M" stands for the mortgage—played by Dick Peale.

Harry Brown: Ruth's handsome partner—played by Brad Dolliver.

U. Needam Tew: Big cheeze and cracker man from the East—played by Bill Moore.

C. M. Cann: Big pork and beans man from the West—played by Dick Greeley.

Beryl Berrington: Proprietor of "La Petite Beauty Shop"—played by Pegg Sargeant.

Bobby Burns: A jovial juvenile—played by John Adams.

Mitzi Greene: An ingenious ingenue—played by Lura Bailey.

Mrs. Bradley Greene: One of the "Blue Book Greenes:"—played by Grace Powers.

Mimi: her maid—played by Esther Koll. And last but not least, Topsy Turvy—The Eighth Wonder of the World.

The entire three acts of the play took place in the sitting room of Maple Tree Inn—one sunny afternoon.

Ruth Cummings and Harry Brown were being pursued by Philip M. Turvy, the owner of the Inn who demanded that the mortgage due, be paid by six o'clock that evening.

In the meantime, Mitzi Greene, daughter of Mrs. Bradley Greene, prominent social scion, visited Ruth,

while Bobby Burns, college chum for Harry, unexpectedly came to stay at the Inn seeking refuge from Mrs. Greene and his father who were planning a match between Mitzi and himself. In order to escape Bobby, Mitzi planned a disguise as an English lord, and unknown to her, Bobby, for the same reason, disguised as a grass widow from Washington. In their camouflage, they fell in love.

Bobby having learned of Harry's financial distress, wished to aid him. In order to bribe Philip Turvy, he posed as the mother of a baby he had stolen from a nearby carriage, and accused Turvy of being the father of the child. Thus he received the necessary money to give to Harry and Ruth to cover the mortgage.

U. Needam Tew, big cracker and cheeze man from the East, fell in love with Beryl Berrington, proprietor of "La Petite Beauty Shop," and created many interesting situations.

Mrs. Bradley Greene and Bobby caused a great deal of enjoyment while remorsing over the loss of Top-

sy Turvy, Bobby's Eighth Wonder of the World.

Susie Snubbins and Abner Whiffle-tree were the instigators of many hilarious predicaments throughout the entire show.

Mimi, the cute French maid, played her part exceedingly well.

The surprise ending offered by C. M. Cann changed the conditions considerably, when it was revealed that he was the brother of the real owner of the Maple Tree Inn, and as a wedding gift, he presented Ruth and Harry with it.

A great deal of time was spent in training for the presentation of the play; both hard work and fun went into it. We often wondered whether Mrs. Boyd more enjoyed praising or scolding us. At any rate she gave us our full share of each, and as a result turned out some pretty fine acting. Though rehearsals cut into scholastic ranks, not one would want to have missed being in the play—one of our pleasantest high school activities.

JUNIOR PROMENADE

ON Friday evening May 17th, the Junior Promenade of Hamilton High School was held. It proved to be a social as well as a financial success. Roland Russell's Ramblers played for dancing from 8:30 p.m. until 1:00 a.m. At 9:00 the matrons, Mrs. Walter Fowler, Mrs. Harry Wetson, and Miss Abbie Moynihan were ushered into the beautifully decorated hall. The color scheme used in decorating was green and silver. A great deal of credit is due Mrs. Boyd and her capable assistants for their splendid work in decorating.

Louise Moulton was appointed chairman of the decorating committee which consisted of Edwina Alexander, Harry Wetson, Walter Fowler, Edward Beliveau, Richard Peale, and Dorothy Fletcher. However the entire class freely volunteered all available study periods, as well as many hours after school, to assist in the decorating. It was this cooperation among all members of the class that made the entire promenade such a success.

Wallace Knowlton, Barbara Ham, Marjorie Peters, and William Moore

were members of the refreshment and orchestra committees. Marjorie Peters acted as chairman of the refreshment committee, and Wallace Knowlton chairman of the orchestra committee.

Barbara Maxwell and her committee consisting of Anne Whittier, Jeanne Hipson, Ellen Donlon, and Ruth Cogswell deserve a great deal of praise for the splendid manner in which they took care of the invitations.

John Mullins and Howard Wetson took charge of the checking for the evening, and Earl Cummings checked for refreshments.

Shortly after the matrons were ushered in, the Junior class, led by their class officers, promenaded around the hall before a good sized gathering of onlookers. About 12:30 the dancers enjoyed themselves in attempting to get the balloons which were lowered from the ceiling.

— W.M. MOORE, '36



Boys' Athletics

FOOTBALL

WHEN our new coach, Mr. Walton gave the word for practice, many boys responded to the call, but gradually they dropped out, until it seemed as if we would not be satisfactorily represented in Football. However, with the exception of two necessary substitutes, eleven men started and finished four quarters in every game.

The first game was a surprise to the people of Hamilton. Our team held Swampscott High to the close score of 7-6; although out-weighed perhaps by 15 pounds to a man.

Our next important game was Ipswich which we lost 19-6.

Every team must have rally day and the boys had theirs when they furnished opposition to an eleven from "Saint Mary's" of Saugus,

which proved to be an unknown school.

We lost the assistance of our captain in the Rockport game due to ineligibility, yet we won this game 7-6.

The team members enjoyed a trip to Boston to view the Harvard-Brown game.

Although we shall lose six regulars through graduation, things look promising for next year.

Football Results:

Hamilton	6	Swampscott	7
Hamilton	6	Marblehead	2nd 0
Hamilton	19	Chelmsford	12
Hamilton	40	Saint Mary's	0
Hamilton	12	Hampton	0
Hamilton	6	Ipswich	19
Hamilton	12	Manchester	0
Hamilton	7	Rockport	6
Totals	108		44



FOOTBALL TEAM

Reading from left to right, *back row*: Richard Grant, Walter McGrath, Ralph Hursty, Harold Johnson, and Hardy Prince; *second row*: Mgr. Ralph Tuck, Arthur Hopping, Albert Lougee, Ben Robertson, Edward Belliveau, Walter Fowler, John Back, John Dunn, and Bryce Walton, coach; *front row*: Richard Greely, Alfred McRae, James Gildart, Bradley Dolliver, George Dunn, and Roger Barron.



BASEBALL

THE baseball team looks weaker than usual, but it is just the beginning of the season. To date, the team has won three games, (two of which are league games) and lost three (two of which are league games).

There are many of the younger

boys out for the team and we shall lose very few through graduation.

Scores to Date:

Hamilton	6	Hyannis	2
Hamilton	10	Manchester	6
Hamilton	5	Essex	4
Hamilton	2	Rockport	10
Hamilton	10	Ipswich	6
Hamilton	2	Rockport	8



BOYS' BASKETBALL TEAM

Reading from left to right, *back row*: Richard Grant, Norman Neilson, Louis Pappas, Ralph Hursty, George Harrigan; *second row*: Faculty Mgr. Frank J. Malone, Ralph Tuck, Robert Hamilton, Ben Robertson, Howard Wetson, Roger Barron, Harry Wetson, Bryce B. Walton, coach; *front row*: Edward Belliveau, George Dunn, Richard Greely, Milton Sanford, John Back, John Dunn, Gordon McCulloch, Alfred McRae.

BASKETBALL

OUR basketball team did not win repeated victories from every team they opposed, but they did climb up the ladder enough to be in the entries to the Danvers Tournament.

In this tournament, we were represented by four six footers, namely, G. MacCulloch, E. Beliveau, M. Sanford, and Howard Wetson. The fifth member was John Back who was picked as interscholastic left guard for Class B. All of our team, except MacCulloch, returns and that gives promise of a good year coming. This team won over Rockport High in an overtime period in the tournament, but was downed by Swampscott.

Schedule:

First Team

Hamilton	31	Marblehead	35
Hamilton	24	Danvers	27

Hamilton	22	Reading	47
Hamilton	32	Rockport	28
Hamilton	13	Marblehead	43
Hamilton	18	Manchester	17
Hamilton	24	Rockport	40
Hamilton	26	Essex	35
Hamilton	19	Essex Aggie	43
Hamilton	36	Manchester	34
Hamilton	35	Essex Aggie	60
Hamilton	28	Essex	37
Hamilton	42	West Newbury	23

Second Team

Hamilton	29	Marblehead	21
Hamilton	20	Danvers	29
Hamilton	13	Reading	18
Hamilton	14	Rockport	59
Hamilton	20	Marblehead	40
Hamilton	4	Manchester	17
Hamilton	30	Rockport	24
Hamilton	28	Essex	16
Hamilton	21	Essex Aggie	53
Hamilton	21	Manchester	17
Hamilton	16	Essex Aggie	38
Hamilton	25	Essex	19

Tournament Games

Hamilton	27	Rockport	24
Hamilton	21	Swampscott	32

— A. MCRAE, '35



GIRLS' BASKETBALL TEAM

Reading from left to right, *back row*: Madeline Carter, Ellen Donlon, and Dorothy Fletcher; *third row*: Betty Cushman, Grace Marks, Barbara Maxwell, Catherine Cracknell, Irene Tree, Isabelle Dunn, Edwina Alexander, Mary Bancroft, Minnie Wetson and Violet Rice; *second row*: Mgr. Carmela DeLuca, Gertrude Sprague, Captain Dorothy Kirby, Esther Koll and Madeline Featherstone, coach; *front row*: Madeline Back, Virginia Gould and Amy Dolliver.

Girls' Athletic Report

ALTHOUGH the Hamilton Girls' Basketball team worked much harder in playing this year, they did not have a very successful season. This was due to their playing teams of the North Shore that were far more experienced than our own team. However, this gave the team good practice and they feel as though they have accomplished just as much this year as last.

The following players received first-team letters: Captain Dorothy Kirby, Irene Tree, Mary Bancroft, Edwina Alexander, Nellie Emeney,

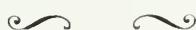
Violet Rice, Gertrude Sprague and Manager Carmela deLuca. The second team letters were received by: Ellen Donlon, Dorothy Fletcher, Minnie Wetson, Madeline Back, Madeline Carter, and Barbara Maxwell.

Though the team lost all its games, each individual put on a valiant fight and certainly all earned their letters. The team hopes that the players next year will benefit from the excellent practice they have received this year through Miss Featherstone's fine supervising.

— C. DELUCA, '35

**INGENUITY OF COLLEGE PREPARATORY BRAINS ON AN
IVANHOE VOCABULARY TEST**

impotent	rude (G.S.), mighty (R.P.), fresh (B.M.).
paramour	a balcony (D.F.), a robber (B.M.), by night (W.K.).
fomented	one who mimics (W.M.), adventure (R.C.).
foaming	foaming (G.S.), bound together (R.C.).
breviary	brief (A.E.), shortnote (W.M.).
refectory	to reflect (R.P.), to defend (W.K.), to return the blows (B.H.).
minister	jester (L.E.), one who spins (D.F.).
doit	a fool (E.M.).
caitiff	Persian dress (W.F.), magistrate (E.M.).
biggin	begging priests (W.K.), commence (B.H.).
Wittenagemote	shrine near York (D.F.), castle (B.H.).
despardieux	goodness (D.F.), desperately (G.S.), warrior (J.H.).
byzant	railing around a tower (W.K.).
dissimulation	to thin out (D.F.).
affianced	decked out (D.F.), upheld (B.M.).
avidity	foresight (R.C.).
Belial	pagan god (L.M.), Israelite (B.M.).
sally port	peep-hole (B.H.).

**THE SUCCESSFUL STUDENT**

H—Honorable
A—Accurate
M—Modest
I—Ingenuous
L—Loyal
T—Tactful
O—Optimistic
N—Neat

H—Humble
I—Independent
G—Generous
H—Helpful

S—Sociable
C—Courteous
H—Humorous
O—Obliging
O—Obedient
L—Laudable

Senior Epithets

Name	Nickname	Pastime	Wants to be	Favorite Expression	Generally Seen	Recognized by
Eileen Armstrong	"Empress Lipstick"	Letter Writing	Loved	"You guess, I'm tired!"	Raising the roof	Her shape
Robert Hiller	"Bob"	Hiking	A ditch digger	"Hey, Art"	In Miss Featherstone's afternoon sessions	His ability to tease girls
Harriet Cushman Arthur Moore	"Cush" "Archie"	Giggling English	Graduated Anywhere but in Hamilton	"Wha-a-t?" "Aye!"	Half asleep With Hiller	Her talent in history His arguments
Violet Rice	"Vi"	Horseback Riding	Air Hostess	"Oh, darn!"	Walking down town Talking	Her haircut Her golden locks
Thelma Mann	"Simi"	Her father's books	Somebody's woman	"The kids don't like me."	Dancing	All dance room proprietors
Virginia Back	"Ginnie"	Singing	On the dance floor	"Was it ever funny?"		An Ipswich inhabitant "The Green Flash"
James Gildart Bradley Dolliver	"Harpy" "Brad"	Baseball Arguing	A Colonel Healthy, wealthy and "Ha ya keed!" wise	"Yah—sure!"	In his uniform	
Dorothy Kirby Margaret Sergeant Helen Tuck	"Johnny" "Peg" "Tucky" "Tucky"	Swimming Making eyes Smoking	Short Somebody's Small town scandal A woman hater	"Gee you're lucky" "Mawther" "Maybe" "Your eyelashes tickle my lips"	On the dump truck	Her blushes Salem Mr. Walton A Topsfield girl
Ralph Tuck		On the street corner	Brilliant In East Hamilton Like Mae West In New Hampshire	"Oh gosh!" "Where's that picture?" "Okay Toots!" "For crying out loud"	Walking Asleep in English In Rowley Writing letters	Her giggling His brilliancy Her dislike for boys The Boy Scouts
Cornelia MacGregor Richard Greeley Catherine Cracknell Irene Tree	"Connie" "Dick" "Kitty" "Bill"	Homework Cadding Speeding	A woman hater	"Oh heck!" "I'll tell teacher"		
Lura Bailev	"Bangs"	Wheeling a baby carriage	Alone	"Quiddit"	Hunting for her pencil case	Asbury Grove
William Belisle Alfred McRae John Dunn	"Billy" "Pat" "Johnny"	Tennis Smoking tall	A gentleman Tall In bed	"Oh nuts" "Oh heck"	Taking his time On Walnut Road	All the girls His size His salesmanship
John Adams George Dunn Roger Barron Mary Bancroft	"Johnny" "Donnie" "Bus" "Skip-it"	Driving	Away from home Anything President Out of study hall	"All kidding aside" "Oh yeah!" "Love o' Mike" "Huh!"	In the First National Store	All Police His permanent wave All pedestrians Her excuses
Grace Powers John Peabody Esther Koll	"Gay" "J. P." "Es-Sie"	Flirting Football Making excuses	In love Transpacific flyer Adagio dancer	"What do you think?" "Huh!" "Gimme a hit!"	Parking With Mr. Walton Studying Catching up on homework	Driving a Chevy. Running to school In Mr. Payne's office
Grace Cullity Carmela DeLuca	"Gracie" "Carrie"	Riding	In a V8	"You know what!" "Don't be absurd!"		Her singing Her ideals
Nellie Emeney	"Nell"	Working at the Lake	In Salem	"Is that so!"		With Luke North Hamilton

Jokes

Ralph Tuck: "Are you afraid of bugs?"

Harriet Cushman: "No, I feel perfectly safe with you."

Cop: "Hey, didn't I signal you to stop? Do you want to lose your license?"

Grace Powers: "April Fool! I have no license."

Mr. Payne: "When is the best time for examinations in this class?"

Bill Moore: "Next Sunday."

George Dunn: "In Scotland they don't hang a man with a wooden leg."

Roger Barron: "Why not?"

George: "They use rope."

"Mother," cried Goofus Hansbury, home from school, "I have learned punctuation today."

Mother: "How is it done?"

Arthur: "Why, when you write 'hark'! you put a hat-pin after it; and when you ask a question you put a button hook."

Ed. Beliveau: "Want to go on a slaying party?"

Jim. Gildart: "Yeah, who are we gonna slay first?"

Louise Moulton: "Before reaching Mrs. Boyd's class I used to say 'Don't count your chickens before they hatch'. Now I say, Don't attempt to enumerate the progeny of the feather

biped before the process of incubation is completed."

Johnny Dunn: "I just thought of a good joke."

Pat MacRae: "Aw, get your mind off yourself."

Ben Robertson: "I've just shot a dog."

Joe Back: "Was he mad?"

Ben: "Well, he wasn't pleased."

Bradley Dolliver: "You've been out with worse looking fellows than I, haven't you?"

No answer.

Brad: "I said, you've been out with worse looking fellows than I, haven't you?"

Kitty Cracknell: "I heard you the first time. I was trying to think."

Eileen Armstrong: "A girl just told me I looked like you."

Dot. Bishop: "Where was she? I'd like to knock her block off."

Eileen: "I killed her."

Mr. Payne: "Is that statement I just gave you true or false?"

Erickson: "Yes."

Example of an overworked teacher: Mr. Walton trying to say Mississippi.

The Juniors are wondering if Bill Moore has found out yet who wrote Franklin's "Autobiography".

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